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ABSTRACT

This 18-item bibliography includes journal articles, yearbook chapters, dissertations, unpublished papers, and ERIC documents dealing with the characteristics or evaluation of college reading/study skills programs. Each item in the alphabetical list is briefly annotated. (AA)

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SELECTED ANNOTATED BIBLIOGRAPHY RELATIVE TO COLLEGE READING-STUDY SKILLS PROGRAM OBJECTIVES AND EVALUATION

PREPARED FOR COLLEGE READING ASSOCIATION
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Anderson, W. Evaluation of college reading and study skills programs: problems and approaches. Reading World, 1975, 14, 191-197.

Improvement of grade-point average (GPA) is cited as the "most obvious and defensible long range objective" of college reading-study skills programs. The relatively infrequent use of this criterion, and the mixed results of reported programs, were discussed. In suggesting that greater GPA improvement might result from more effectively oriented college programs, Anderson cites studies which indicate that personality measures may account for more variance in subsequent academic achievement than ability measures do. Weaknesses in standardized reading tests were also discussed.

Birdwell, J. and Gabbert, W. Increasing study-concentration behavior: The application of behavior modification techniques. In Technological Alternatives in Learning, Proceedings of the Sixth Annual Conference, Western College Reading Association, 1973, 11-19.

A hierarchical model of study-concentration behavior is presented, the implementation of which involves both objectives and evaluation. Students are helped to (1) identify programs relating to the hierarchy; (2) determine target behaviors; (3) learn "what to do" strategies to reach objectives, and (4) evaluate progress on the basis of performance.

Curran, F. Developmental education through the eyes of the special interest group for two year colleges of the International Reading Association: Unpublished paper Miami University, Middletown Campus, Middletown, Ohio, 1975. ERIC Document No. ED 109 656.

In a summary of responses to a survey of members of the IRA Special Interest Group for Two Year College, follow-up measures for evaluation were included. Standardized tests were reported as the major form of evaluation used, followed by student feedback, grade point average, and yearly reports. Nearly one-fifth of the respondents indicated that either no evaluation or only informal evaluation was used; a group of similar size did not respond to this item.

Erickson, M. E. Ote ro Junior College's reading-study skills laboratory--a supporting service. In Reading: Putting All the CARDS on the Table. Proceedings of the Fifth Annual Conference, Western College Reading Association, 1972, 42-49.

> Erickson cites several reasons to support his belief that our present standardized reading tests alone are not adequate measures for something as complex as the reading process. With reference to evaluating college reading-study skills programs, the following criteria are given preference: (1) institutional impact (decline of students in academic difficulty), (2) client reaction, and (3) economic efficiency.

Fairbanks, M. M. Relationship between research control and reported results of college reading improvement programs. (Has been accepted for publication in the National Reading Conference 24th Yearbook, due for publication, Fall, 1975.)

> Eighty-seven reported college reading-study skills programs, in which grade point average (GPA) was used as an evaluation criterion, were rated in terms of program success and in terms of quality of research control. Fifty-two of the programs were reportedly successful in terms of academic achievement benefits for participating groups of students. However, only sixteen on these "successful" studies were "adequately controlled" on the basis of four criteria including control for motivation. Half of these "successful adequately controlled" programs were reported during the last five years.

Fairbanks, M. M. The effect of college reading improvement programs on academic achievement. In Phil L. Nacke (Ed.), Interaction: Research and Practice for College-Adult Reading. National Reading Conference 23rd Yearbook, Clemson, South Carolina, National Reading Conference, 1974.

> Indication that a number of factors influenced reported results of college reading-study skills programs was found from an analysis of seventy-nine studies of programs in which grade point average (GPA) was used as an evaluation criterion. Factors indicated as related to reported program success were: (1) program content; (2) environment of students in diagnosis of their difficulties and evaluation of their progress; (3) length of program; (4) whether programs were voluntary or required; and (5) nature of the participating groups.

Huslin, Ronald A. What's happening in college and university developmental reading programs: report of a recent survey. Reading World, 1975, 14, 202-214

This survey report emphasized information relating to academic credit for college reading-study skills programs, but did include information on student and program evaluation. Criteria for "grading" in credit programs were, in order of use: (1) attendance; (2) progress; and (3) achievement. Standardized tests were the most frequently used criteria to measure student progress, followed by individual progress, self-evaluation, and teacher-made tests.

Johnson, S. Skills therapy: a study of changes in selected personality variables concomitant with academic skills training. Doctoral dissertation, University of Minnesota, 1975,. Dissertation abstract number and order number not yet available. (Abstract, under title of "Successfully Changing Personality Variables through Skills Training" will appear in the Twenty-fourth National Reading Conference Yearbook, due for publication.)

This study dealt with affective changes on students participating in a nine hour academic skills therapy program. Omnibus Personality Inventory scores obtained toward the end of the program indicated that participating students were significantly less anxious and more academically disposed than were control group students. Among other significant differences were the higher socres on the complexity and autonomy scales of the OPI for participating students. Indications were that those personality variables significantly different were those directly related to proficiency in academic tasks.

Karlin, Robert. How sound is your reading program? In College and Adult Reading First Yearbook of the North Central Reading Association Reading and Study Skills Center, University of Minnesota, 1962, 92-96.

Meeting the needs of all its recipients is seen as the major assumption underlying college reading improvement programs. Karlin feels a program which can best meet these goals should be: (1) humanistic rather than mechanistic; (2) dedicated to nourish all aspects of reading and (3) concerned with helping students realize that the purpose for reading and the nature of the particular reading materials should dictate reading approach.

Kazmierski, P. R. Affecting change in college instruction and instructors. In College and Adult Reading Sixth Yearbook of the North Central Reading Association Student Counseling Bureau, University of Minnesota, 1971, 232-247.

> Kazmierski indicates that professional literature has given sufficient evidence that college reading study skills programs are successful if measured quantitatively, but that such qualitative gains as changes in student behaviors, and in instructional environment, must also be considered. To implement these changes he suggests: (1) provisions for transfer, contiguity and feedback in content courses and (2) establishment of rapport and working relationship between reading-study skills staff and that rest of the faculty that will provide a climate for implementing beneficial changes in instructors and instruction.

Kerstiens, G. Open enrollment: challenge to the college reading-study skills program. In: Schick and May (ed.), Reading: Process and Pedagogy, Volume II, Nineteenth Yearbook of the National Reading Conference, Inc. Milwaukee, Wisconsin 1970, 196-112.

> In evaluating student progress and program effectiveness, Kerstiens questions the relevance of pre-post test gain measures, and indicates a heavier reliance for program evaluation on such indicators as (1) decrease in school-wide failure rate and (2) beneficial effects on performance in other English classes. These English course benefits include lower attrition and failure as well as higher grades on the passing scale.

Livingston, C. L. Behavioral objectives for learning outcomes of reading and study skills programs in the community junior college. In Programs and Practices for College Reading, Twenty Second National Reading Conference Yearbook Volume - The National Reading Conference: Boone, North Carolina: 1973, 62-71.

> Eleven general instructional objectives are identified, with observable and measurable sample behaviors included for each. It is suggested that the instructor and student work together in determining the objectives most relevant to the present needs of each individual, and that evaluation of student progress be with direct reference to the identified objectives.

Maxwell, Martha J. Evaluating college reading and study skills programs. Journal of Reading, 1971, 15, 215-221.

> The major objective of college reading-study skills programs is viewed in terms of meeting the needs of individual students who want help. The defining of specific tasks consistent with program objectives is seen as an important first step in evaluation. Both standardized tests and grade point average information are seen to have their place in program evaluation, despite their limitations, but should not be the sole basis for evaluation. It is suggested that grade point average in courses to which the particular program is most directly related might be more valid than over-all grade point average. Student evaluations are also considered to be helpful in yielding valuable insights to program strengths and weaknesses, if they are anonymous.

Santeusanio, Richard P. Do college reading programs serve their purpose? Reading World, 1974, 13, 258-272.

> Observing the mixed results of reported college reading-study skills (CRSS) programs, and the lack of adequate for control for motivation and other weaknesses in many of the reported studies, Santeusanio questions whether CRSS programs are serving their purpose. The positive suggestion is offered that optimal results from program participation might well result from the assignment of groups of students with specific aptitudes (characteristics which might affect their response to program) to specific treatment best suited for them. Representative studies in which GPA had been used as a criterion were reviewed.

Snozek, D. A.; Fairbanks, M. M. Checklist of current practices in reading and study skills programs for college students. Research in Education, July, 1974; ERIC Document No. ED 088 020. (Indexed in ERIC as Fairbanks, M. M.; Snozek, D. A.)

> This survey of CRA members participating in CRSS programs in ninety-five different institutions indicates that standardized pre-post tests were the most frequently utilized criteria for evaluating student progress, followed by, in order given: self-evaluation by students, informal tests, and grades in academic subjects. In response to open-end questions, members indicated concern over evaluation pressures and procedures.

Taschow, H. G. A corporation of individual reading improvement scores on a group of community college freshmen as measured by the crude gain method and the residual gain method. In Schick and May, The Psychology of Reading Behavior Eighteen Yearbook of the National Reading Conference, Milwaukee: The National Reading Conference, 1969, 27-37.

Crude and residual gain socres on the Nelson Denny Reading Test, Forms A and B, were analyzed. Taschow concluded that residual gain scores: (1) tended to be a more reliable measurement in most instances, (2) tended to be less affected by initial differences in test scores, (3) provided a more realistic basis for attaching grades to reading improvement; and (4) established the inferior and superior improvers in accordance with their own proficiency and progress in the improvement of reading.

Tillman, Chester E. Measuring outcomes in college reading programs. In College Reading: Problems and Programs of Junior and Senior Colleges. Twenty-first National Reading Conference Yearbook, Volume II. National Reading Conference: Milwaukee, Wisconsin. 1972, 205-212.

Tillman discusses weaknesses in methodology used with both pre-post test and GPA evaluation. He suggests that the real objective of reading-study skills programs should be academic adjustment "which might not be readily measured by a single reading test score or even by academic performance." Positive suggestions made for improvement in measuring program outcomes were: (1) more careful attention to design, and use of residual rather than crude gains; (2) development of new measuring instruments with more relevance to college reading requirements and (3) broadening emphasis in evaluation to include self-concept and attitude changes.

Tuinman, J. Standardized tests of reading in high school and college--their validity. In David M. Wark (Ed) College and Adult Reading, Sixth Yearbook of the North Central Reading Association. Student Counseling Bureau: University of Minnesota. 1971, 173-193.

Weaknesses in the establishment of reading test reliability and validity are discussed. Positive suggestions for higher validity and reliability in reading tests for secondary-college level include: (1) determination of desired terminal reading behaviors and design of tests with high content validity for these behaviors; (2) use of techniques such as factor analysis to reduce the number of variables necessary for high concurrent and predictive validity; and (3) selection of items with efficient administration and subjective evaluation of student in mind.